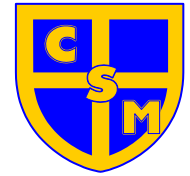


Creech St Michael C of E Primary School

SEND Information Report 2025-2026



"Together, we love and learn today for a brighter tomorrow"

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Somerset Council Local Offer for families of children with SEND: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

The school's offer in support of pupils with Special Educational Needs and/or Disability (SEND)

Creech St Michael C of E Primary School is an inclusive school. We follow the Special Educational Needs Code of Practice 2014. Our aim is to support all children to enable them to achieve their full potential and positive outcomes. To do this, we take many steps to support them through their learning journey. Quality teaching is essential; however, for some children there are occasions when further additional support may be needed to help them achieve and progress. All teachers are trained and supported in teaching children who have difficulties with learning. A range of teaching and learning styles/ strategies are used, and appropriate learning objectives are set for all children.

This SEND Information Report provides details on what services are available for children and their families at Creech St Michael C of E Primary School.

The Definition of Special Educational Needs

A child or young person has Special Educational Needs, (SEN) if they have a learning difficulty or disability which calls for 'special educational provision' to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) If they have a significantly greater difficulty in learning than the majority of others of the same age;
- (b) if they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- (c) Or are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

The Code of Practice (2014) for children with Special Educational Needs states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Need	Explanation
Communication and Interaction	<i>Children may have a delay or difficulty in one or more of the following areas:</i> Attention and interaction skills, understanding/receptive language, speech/expressive language
Cognition and learning	<i>Children may have difficulties with the skills needed for effective learning such as:</i> Language, memory and reasoning skills, sequencing and organisational skills, an understanding of number, problem-solving and concept development skills, fine and gross motor skills, independent learning skills, exercising choice, decision making, information processing <i>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</i>
Social, Mental and emotional Health	<i>May have difficulties with social and emotional development which may lead to or stem from:</i> Social isolation, behavioural difficulties, attention difficulties (ADHD), anxiety and depression, attachment disorders, low self-esteem, issues with self-image
Sensory and/or Physical	<i>These children may have a medical or genetic condition that could lead to difficulties with:</i> Specific medical conditions, gross/fine motor skills, visual /hearing impairment, accessing the curriculum without adaptation, physically accessing the building or equipment, over sensitivity to noise/smells/light/touch/taste, toileting/self-care

How does Creech St Michael C of E Primary School know if children need extra help?

- We provide a graduated response to meet each child's individual needs. The progress and attainment of all children are monitored throughout the school year against their age-related expectations, as outlined in the National Curriculum.
- During the year, class teachers meet with the Headteacher to discuss each child's progress. If a child is not making the expected progress, additional support or interventions will be put in place within the class. If progress continues to be a concern, further support will be requested from the Special Educational and Disabilities Co-ordinator (SENDCo).
- The SENDCo or class teacher may invite the parents and carers to a meeting and/or carry out observations and assessments to help identify any barriers to learning. Concerns are recorded using the Somerset graduated Response Toolkit documents and the child is noted on the school's Initial Concern/Monitoring List.

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns.
- If you still have concerns, then contact the SENDCo.

How will Creech St Michael C of E Primary School support my child?

- All our teachers are responsible for the progress and emotional well-being of the SEND pupils in their class
- Targeted classroom teaching known as Quality First Teaching in every class – using a variety of teaching styles and strategies to match to children's needs and learning styles.
- Each child's learning objectives will be planned by the class teacher. They will be differentiated accordingly to suit the pupil's individual needs.
- If a pupil has significantly greater difficulty in learning than the majority of other pupils of the same age, then a pupil may need 'special educational provision'. These children will have an Individual Education Plan (IEP) which sets out small achievable targets tailored to their specific needs. This IEP is reviewed each term as part of an Assess, Plan, Do Review process, and parents are invited to take part in termly review meetings with the class teacher. Pupils on the SEND register also have a pupil passport which is a one sheet profile of the child as a learner, detailing strengths, barriers and support strategies that they find supportive.
- Support may include small group or one-to-one work, adapted resources, or specific strategies recommended by the SENDCo or external professionals. Staff work together to monitor each child's progress, ensuring support remains effective and responsive to their needs. Parents are encouraged to work in partnership with the school to help their child achieve the best possible outcomes.
- Occasionally a pupil may need more expert support from an outside agency. You will always be asked to give your permission for the school to refer your child to a specialist professional.

How will the curriculum be matched to my child's needs?

- We offer a balanced, broad and creative curriculum that is carefully planned and sequenced to support every child's learning journey
- All teachers deliver the same core content to all pupils, adapting their teaching to meet individual's needs. Teaching and learning may be differentiated and scaffolded to support children accessing the curriculum
- Wherever possible, a multi-sensory approach is used, and children have access to a wide range of supporting resources.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips or easy to use scissors.
- Children with an Individual Education Plan (IEP) have access to both the class teacher and teaching assistants throughout lessons. Support may be provided at the start of an activity, during focussed tasks, or regular check-ins to ensure understanding and progress.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings and at the termly reviews when Individual Education Plans will be updated.
- Children with complex/higher level of needs will have SEND support review meetings. This meeting is held annually and uses formally documentation that the SENDCo completes and will involve views from different adults involved in the child's education, (including the parents/carers).
- If a child has an Educational Health Care Plan (EHCP), the plan will be reviewed annually with the SENDCo.
- All staff at Creech St Michael Primary C of E Primary School want the best for all the children in their care. If you have a query or question about your child's progress or learning please talk to a member of staff who will arrange an appropriate time for a discussion.

How will you help me to support my child's learning?

- The class or subject teachers may suggest ways you can support your child.
- We can direct you to resources and offer advice to help with things like English, Maths and revision materials.
- If external agencies have been involved, suggestions and programmes of study are often provided that can be used at home.
- We will be happy to work with families and recognise that collaboration and a consistent approach between school and home is essential.

What support will there be for my child's overall well-being?

- The school is keen to support children's overall well-being and provision is likely to be personalised and individual.
- The class teachers monitor their pupil's well-being alongside their academic progress.

- We try to work closely with parents if a child has an issue that affects their well-being.
- Collective worship and other assemblies are often used to discuss various aspects of personal, social, health and emotional education
- Teachers follow a PSHE programme and when subjects arise these are often addressed in class.
- We have a school ELSA (Emotional Literacy Support Assistant) who works 1:1 with some children and also provides some group work to support well-being. The ELSA support is accessed through a referral process which always seeking the permission of a parent/ carer.
- Children may have support through nurture activities provided by the class teaching assistants under the direction of the class teacher, ELSA or SENDCo
- The school is part of the Mental Health Schools Team and has a school Mental Health Lead who is able to refer more complex cases to trained professionals. These professional work in collaboration with the school and the pupil's parents

Pupils with medical needs

- If a pupil has a medical need, then they may need a Medical Care Plan compiled with support from the appropriate professional in consultation with parents/carers. These are discussed with all staff involved with the pupil.
- Staff receive necessary training for medical support, delivered by the appropriate professional where needed.
- Medicines are administered in school in accordance with the school medication policy and with the agreement of parents/carers.
- The school has trained first aiders on site.
- It is essential that parents/carers keep school informed regarding medical conditions and any changes relating to students' needs or care.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Somerset Virtual School – who support children with highly complex needs
- The Inclusion team within the County Council
- Educational Psychologists
- Educational Welfare Officers – Attendance
- Hearing Impairment Service & Visual Impairment Service
- The Children and Young Person's Therapy Service (CYPTS) – Occupational Therapy, Speech and Language Therapy, Physiotherapy
- Physical Impairment and Medical Service (PIMS)
- Social Services – Somerset Direct
- School ELSA provision for emotional support within school
- The Mental Health School Team professionals

- Child & Adolescent Mental Health Service (CAMHS) – for mental health assessment and support for significant mental health needs
- The School Nursing Team
- Parent and Family Support Advisors (PFSAs), who can link with school and home to support families

How will my child be included in activities outside of the classroom including school trips?

All children are encouraged to participate in external visits and activities, and school trips are available to all.

- A higher staff/pupil ratio could be offered if it is considered necessary
- Risk assessments are carried out, and procedures are put in place to enable all children to participate as far as possible.
- Certain activities may be differentiated or adapted so that pupils with SEND can access them at their level
- School will consult parents to help accommodate pupil's needs as much as possible.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the buildings accessible to all.
- Toilets that have been adapted for disabled users.

Please also refer to our Accessibility Plan

How will the school prepare and support my child when joining Creech St Michael C of E Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous and receiving schools prior to the pupil joining/leaving.
- All pupils attend transition sessions where they spend some time in their new school.
- If a parent has questions or wishes to share information, then they can contact the school.
- The SENDCo from Creech St Michael C of E Primary School liaises with the SENDCo from the receiving school to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with, the SENDCo from Creech St Michael Primary School, the secondary school SENDCo, the parents/carers and where appropriate the pupil.

How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated from the DFE (Department for Education) each financial year. The money is used to provide special educational provision, training, staffing or resources to meet the needs of the school and individual pupils.
- For some children with a higher level of need, additional funding will be needed. An Educational Health Care Plan (EHCP) can be requested for these children if their need matches specific criteria. If the request is excepted by the Local Authority, a multi-professional assessment will be carried out to inform the EHCP and any additional funding allowance.

How is the decision made about how much support my child will receive?

- Any child with SEND is monitored by the class teacher, SENDCo and Headteacher each term. Pupil progress is tracked.
- Decisions around support for children are made in consultation with class teachers, the SENDCo, head teacher and parents / carers.
- Support is reviewed termly. If progress is made and targets met, support may be reduced, or if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be suggested.

How will I be involved in discussion about planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher/s when required or during IEP review meetings.
- Discussions during parents evenings
- During discussions with the SENDCO from Creech St Michael C of E Primary School or other professionals

Who can I contact for further information?

- The first person to contact if you have concerns is your child's class teacher.

If you require further information regarding your child's SEND needs please contact the SENDCo - Mrs J Collyer

How does the school consult and involve children with Special Educational Needs and disabilities in their education?

Children of Creech St Michael C of E Primary School will contribute their views through:

- Discussion with the class teacher on strategies that are in place to aid learning within the classroom. This may be through Pupil passport reviews or conversations around IEP targets and next steps
- Sharing their views and reflecting on their experience at school as part of the Annual Review process for those children with high needs.
- Pupil Voice questionnaires.

How can I make a complaint?

- A positive experience for both parent/carers and child is important to us. We aim to support every child in their learning to enable them to be happy at school, achieve well and reach their potential.
- If you have any concerns about the provision made at school, please come in and make us aware.
- The first point of contact for any concern or complaint is the class teacher and SENDCo.
- If you feel your concerns have not been resolved you are able to contact the Head teacher, Mrs Holt to discuss them further. Please refer to the Complaints Policy available on the website or at the school office.

Where can I find the contact details of support services for the parents of children with SEND?

The following services and organisations provide support for parent/carers:

- The Somerset Parents Carer Forum
- SENDIAS (Special Educational Needs and Disability Information, Advice and Support)

Where can I find information on where the local authority's local offer is published?

In Somerset, the SEND Local Offer Information is available on the Somerset Council website in the Children, families & education section. The following link can be used to access this information:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

Information about The Somerset Graduated Response can be found following the following link:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education-and-learning-support/graduated-response/>